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Room to Learn South Sudan

FY 2016 QUARTERLY PROGRESS REPORT

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The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government

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Acronyms and Abbreviations

ADRA	Adventist Development Relief Agency
AES	Alternative Education System
AET	Africa Education Trust
ALP	Accelerated Learning Program
AOR	Agreement Officer's Representative
CES	Central Equatoria State
ECEG	Education through Community Empowerment Grants
ECSSS	Episcopal Church of South Sudan and Sudan
EES	Eastern Equatoria State
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EQSICs	Education Quality and Social Inclusion Coordinators
FHI360	Family Health International
FY	Fiscal Year
GESS	Girls' Education South Sudan
GPE	Global Partnership for Education
GSI	Gender and Social Inclusion
IGAD	Intergovernmental Authority on Development
IMED	Improved Management of Education Delivery
ISG	Institutional Support Grant
M&E	Monitoring and Evaluation
MCDS	Materials and Curriculum Development Specialist
MoEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
PCO	Peace Corps Organization
PEG	Partners for Education Group
PEP	Pastoralist Education Program
Plan	Plan International USA
PMP	Performance Monitoring Plan
PSS	Psychosocial Support
PTA	Parent Teacher Association
RFA	Requests for Application
RtL	Room to Learn South Sudan project
RSS	Republic of South Sudan
SDMSC	School Disaster Management Sub-committees
SDP	School Development Plan
SIL	Summer Institute of Linguistics
SMoEST	State Ministry of Education, Science and Technology
SoW	Scope of Work
TLM	Teaching and Learning Materials
TOR	Terms of Reference
TTC	Teacher Training College
TTI	Teacher Training Institute
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
USG	United States Government

I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY

Qualitative Impact

Room to Learn began the quarter implementing the partially approved FY 2016 work plan submitted on December 15, 2016. In early January 2016, RtL was notified that due to shifting priorities within the USAID Mission in South Sudan, RtL's end date would be adjusted to September 30, 2016. RtL revisited the submitted FY 2016 Annual work plan to develop a comprehensive closeout plan to outline project activities that would be prioritized in the remaining quarters of the fiscal year to increase project sustainability, adjust project indicators and outline plans for project closeout. The comprehensive closeout plan was submitted to USAID for approval on March 1, 2016. RtL aims to continue to implement existing activities in the 388 school communities and 113 ALPs entered to date. Activities not currently underway were canceled or adjusted in coordination with ongoing education programs in South Sudan and with the Ministry of Education, Science and Technology (MoEST) to increase project sustainability.

In Quarter 2, RtL completed a consolidated community entry in the 20 school communities selected for MSI's Impact Evaluation (IE) of the project and continued to follow up with schools entered in 2015 to revisit and help communities update their School Development Plans (SDPs) for the 2016 school year. Following the initial Payam Teacher Trainings completed in FY2016 Q1, the associated manual was updated prior to the next round of trainings during this reporting period to clarify the psychosocial support and gender and social inclusion components. FY2016 Q2 saw the completion of SIL's scope and sequencing for the Pastoralist Education Program (PEP) and the execution of Montrose's agreement to develop the EGRA tool and literacy kit in two additional languages in coordination with GPE's ongoing work on the EGRA.

RtL's PTA work was also scaled up this quarter. Agreements for the five NGO's selected to complete the school PTA trainings were finalized and they received an orientation from the RtL Education and Community Engagement Department (ECE) on the PTA training manual and how to complete the cluster trainings and follow-up mentoring. In addition to these project activities, RtL has increased its collaboration with the Education Cluster in South Sudan and other education projects. RtL is working with Girls' Education South Sudan (GESS) to provide pocket libraries in 220 GESS schools and is more importantly collaborating on the completion of the combined School Governance Manual.

Quantitative Impact

During FY2016 Q2, RtL conducted the second round of teacher training resulting in 430 teachers trained in 109 schools. RtL delivered 169 IMP grants and 20 Education through Community Empowerment Grants (ECEG). These grants provided vital school supplies, teaching and learning aids, and literacy materials to 62,857 learners. See Table 4 with additional performance data information as well as Table 1 below which provides a detailed breakdown status of RtL grants to date. This quarter a total of 81 PTA executive members were trained at three RtL project locations and scale-up of PTA training is planned for Q3.

Table 1: Grants Status

Types of Grants		Awarded up to the end of FY 2016 Q2		Disbursed before FY2016 Q2	Disbursed during FY 2016	
		Number	Amount	Number	Number	Amount (***)
School Communities	IMP	368	\$ 2,361,526	132	169	\$485,667
	ECEG-I*	30	\$ 603,447	10	**20	\$60,760
	ECEG-II	66	TBD	TBD	TBD	TBD
	Payam Teacher Training	368	\$ 834,364	75	109	\$65,664
NGOs	Yei TTC – TOT	1	\$ 136,695	1	1	\$0
	Yei TTC – Master Trainers	1	\$63,000	1	1	\$23,750
	Montrose - Literacy	1	\$596,805	0	1	\$149,202
	PTA-NGOs	5	\$1,268,201	0	3	\$69,938
TOTAL		774	\$ 5,864,038	219	304	\$854,981

* Includes ALP, ISG and Garden Grants

** Schools have partially received the grants packages

***Grants team is currently in the process of collecting all financial documentation. To date, documentation has been received for the total Disbursed amount of \$854,981

Project Administration

Over the course of the reporting period, RtL continued to closely monitor the evolving political and security conditions which demanded programmatic and operational flexibility. The increasing instability and violence in several of our counties impacted ostudent enrolment which RtL will continue to monitor in Q3. Following the announcement of RtL's new project end date, RtL restructured leadership, hiring a new Project Director and removing the Deputy Project Director positions. RtL has begun preparation for closeout and submitted the close out plan and project disposition plan in early March.

Subsequent Quarter's Work Plan

In the upcoming quarter, RtL will continue to disburse the remaining IMP packages, ECEG grants, ALP grants, Payam Teacher Training grants, and PTA grants. RtL will continue to monitor the 5 selected PTA NGOs delivery of the cluster PTA trainings and provide oversight over Montrose's development of the EGRA tool in Toposa and Bari. RtL will also finalize the Gender and Social Inclusion (GSI) manual for dissemination to County Education Officers (CEO) and Payam Education Officers (PEO) as part of the project's sustainability efforts. RtL will also be training CEO and PEO on the Continual Professional Development (CPD) manual for teachers. In support of RtL's sustainability efforts, the project will increase it's collaboration with the Education Cluster - sharing tools, resources and lessons learned from RtL to inform future programming, as well as continue our collaboration with the GESS and GPE projects.

II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

Component I: Improved and Expanded Safer Education Services for Children and Youth

Sub-component 1.1: Assess supply and demand issues around access to quality education and school safety

During Quarter 2 of FY 2016, the twenty (20) impact evaluation schools were absorbed into RtL's on-going activities, taking the number of RtL supported schools to 388. USAID indicated that the 20 schools previously earmarked for the Impact Evaluation (IE) will no longer receive the study due to project closure so RtL was able to proceed with planning to provide the 20 schools with IMP packages, payam-based teacher training, and PTA training that will be conducted directly by RtL technical staff.

RtL's ECE team has completed a validation and update of the list of 99 (66 phase 1 + 33 phase 2) schools that are to benefit from the ECEGs (school furniture option only). This included cross checking the exact numbers of the requested items within the Activity Idea Template (AIT) and School Development Plan (SDP) that had been developed during the initial community entry process. This exercise also helped to validate (jointly with the county teams) how many additional school communities require the ECEG's grant option.

Within the quarter, RtL began facilitating the production of school desk and chair sets for the ECEG grant activities; however, an initial problem was identified with the finalization of the design specifications. All desks and chair sets to be constructed by RtL are to be designed in close collaboration with MoEST. At the time of grant approval, MoEST had not officially released desk specifications to implementing partners. Due to the close working relationship with MoEST, RtL was able to obtain the construction specifications and special permission from MoEST to proceed with fabrication. Table 2 outlines the number of desks to be produced per county overall. Manufacturing of the desks for Nimule and Magwi has commenced and distribution to these two counties will take place in early April (please see Annex 2 for a success story). The manufacturing and distribution of desks for the remaining counties will be take place mainly in Quarter 3.



Children Test Desk Prototype – Nimule. Image Copyright Winrock International, 2016

Table 2: Desk and Chair Quantities per County

County	# Small	# Large	Total
Nimule	449	193	642
Magwi	562	240	802
Aweil West	371	159	530
Gogrial West	947	404	1,351

Juba	470	197	667
Wau	541	232	773
Bagari	212	94	306
Jur River	398	168	566
Kajo-Keji	480	203	683
Terekeka	364	154	518
Yambio	528	226	754
Yei	512	216	728
Kapoeta South	703	300	1,003
TOTAL	6,537	2,786	9,323

Sub-component 1.2: Increase community engagement in school improvement, promoting safer schools, disaster risk reduction and conflict

Following the Psychosocial Support Specialist's field visit to Magwi and Nimule at the end of the previous reporting quarter, and the completion of phase one and two of teacher training, the psychosocial support section of the Teacher Training Intervention Manual was revised to make it more accessible for teachers and the Master Trainers. Master Trainers and teachers were having trouble delivering the content due to unfamiliarity with the technical terminology; for example, the definition of technical concepts such as 'psychosocial' and 'wellbeing' were new to teachers and proved difficult to conceptualize and understand. Additionally, it was deemed necessary to extract some material, while incorporating other topics; namely, positive discipline practices to support classroom management and how to provide an alternative to corporal punishment. This session informed teachers on the need for child-centred pedagogy to enhance self-esteem and confidence, while promoting cognitive and affective skills in the growing children. Acquisition of this knowledge and skills will help teachers mitigate corporal punishment, which is the most common means of disciplining learners in schools. Teachers will also learn to use alternative discipline approaches that create safe and protective learning environments for learners in their classrooms/schools.



Teacher Training Working Group Activities. Image Copyright Winrock International, 2015

Orientation of PTA sub-committees which commenced in FY 2016 Quarter 1 eased in Quarter 2 as a result of the news of early project closure. Eighty-three schools/ALP centers had received the PTA sub-committee orientation, with 305 institutions (including the 20 IE schools) remaining. As a result of the sub-committee training, data and capacity analysis was collected that would enable revision of the training materials as indicated in **Sub-component 1.4: Increase gender equality and social inclusion**. Instead, RtL staff will focus on supporting and monitoring the main PTA NGO trainings.

Sub-component 1.3: Improve school conditions and infrastructure

The original goal of this component was to assist school communities in improving and offering a safer, healthier, secure learning environment. Assistance for the infrastructure projects would have been provided through RtL's ECEG II grants and would have consisted of small infrastructure support projects, such as minor renovations to community-based classrooms, latrines, and concrete classroom blocks. Since September 2015, RtL's has been mapping out RtL schools' infrastructure needs, based upon information collected through the SDPs, the baseline assessment, and information collected from



Consequences of Poor Quality Construction
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partner organizations. Based upon the results of this mapping process, 54 schools classified with medium infrastructure needs underwent further assessment by County Teams, supported by the RtL Engineering Manager. The assessment indicated that very few schools, especially government owned, have suitable classroom space, and many lack infrastructures considered indicative of a standard school.

Activities under this sub-component were suspended following RtL project closure. The Engineering Manager prepared an assessment report on school infrastructure and on the grants package mapping exercise, including suggestions and recommendations. This report will be used as a reference for any future construction research requirements.

Sub-component 1.4: Increase gender equality and social inclusion

Gender and Social Inclusion Manual: RtL's technical team conducted the final review of the Gender & Social Inclusion (GSI) Manual and Facilitator's Handbook. The GSI Manual is being restructured to separate the training methodology from the information background and concepts. The manual is a step-by-step training guide for facilitators to follow, with illustrations and practical exercises. The Facilitator's Handbook provides key information and facts about the selected topics in the manual to fully equip the facilitators with concepts and to be used as a reference during the training. The GSI Manual was to be used for the sub-committee trainings, but in light of the program closure, the sub-committee trainings were cancelled. Subsequently, the GSI Manual will be used for the Sustainability Training of 40 county-based County Education Officials and Payam Education Officials in Juba in Quarter 3 (see **Sub-component 2.1**). The training is intended for gender focal persons at MoEST at different levels and representatives of the Gender Technical Working Group (GTWG) from NGOs. The training will equip participants with the skills and techniques to analyse, address and develop strategies to reduce gender disparities and improve all children's access to education.

PTA Sub-committee orientations: During the reporting period, RtL county teams have conducted initial orientation sessions for 83 (Juba 8, Terekeka 5, Magwi 18, Nimule 8, Yambio 6, Wau 1, Jur River 4, Gogrial 15 and Aweil West 18) of the Gender and Social Inclusion Advocacy groups, Disaster Risk Management sub-committees and School Community Monitoring sub-committees on their roles and responsibilities. Each school was represented by 15 PTA subcommittee members (6 for GSI, 6 for Disaster Management and 3 for Monitoring). The focus of the orientation was on the roles of each of the sub-

committees, review of how they are formed, development of awareness messages, and practice disseminating the messages.

The GSI Specialist developed a simplified PTA sub-committee orientation guide, after observing a sub-committee in Kajo-Keji struggling to provide clear messages to communities, which was generating confusion and causing a lack of interest. The simplified guide has made orientation of PTA members more straightforward because the guide has clear and standardized steps to follow, which include tips on organizing an orientation workshop, how to engage the participants in the learning process, and guiding participants to develop work plans after orientation.



GSI Community Gathering – Magwi
Image Copyright Winrock International, 2016

The GSI Specialist encouraged sub-committees to invite Payam or County Education Supervisors to open GSI meetings, and to help identify community problems to increase local acceptance and longer-term sustainability. A decision was also made by the project to encourage one of the PTA members to be trained under PTA training by NGOs to take up ideas related to GSI and ensure the GSI subcommittees at school level are fully informed and possibly trained on GSI concepts.

Cross-cutting: The GSI Specialist facilitated at the NGO trainers PTA training in Juba, from February 29 to March 3, leading sections on the promotion of female participation in PTAs and addressing gender and social inclusion barriers; please refer to **Sub-component 3.1: Enhance Accountability of Local Government and School Communities in Education**.

The GSI component in the Teacher Training Intervention (TTI) Manual and related Key Information Cards were revised based on questions raised by the professional editors. The final TTI Manual and Key Information Cards have now been approved by USAID; please refer to **Sub-component 2.1: Promote Student and Teacher Well-being through Strengthened Teacher Capacity**. The GSI Specialist facilitated further training for the Master Trainers and Education Quality & Inclusion Coordinators (EQIC) on the revised TTI Manual and Key Information Cards in readiness for Phase 3 and Phase 4 of teacher training in Western Equatoria and Greater Bahr-el-Ghazal States.

Two GSI advocacy messages were chosen to be included in the Teacher Code of Conduct (TCoC) ECEG grant package (see **Sub-component 2.4: Core Education Materials and ECEG Grants**). Over time, advocacy messages have been developed and approved by USAID for use in passing key messages to specific audiences. For example, messages on gender advocacy used during National Girls Education Day and International Literacy Day. The messages are intended to raise awareness on education, gender and psychosocial wellbeing. Some of these messages include the following:

“Investing in your daughter’s education benefits you and society more than investing in her early marriage”

“Illiteracy is the greatest enemy to national development”

Sub-Component 1.5: Increase access to education for underserved and conflict-affected children and youth

PEP Study: The PEP Study Report received final approval from USAID on February 11, 2016. Subsequently, the Report was shared with MoEST during a planning meeting with the Director of Alternative Education System (AES) on March 24, 2016. During this planning meeting, RtL's ECE team discussed when and how RtL could share the PEP with the wider MoEST departments and education partners. The MoEST/AES suggested combining the PEP presentation/launch with a workshop they are planning to host with the Food and Agricultural Organization (FAO), following FAO's sponsorship of a field study to Kenya on pastoralist education. The MoEST/FAO workshop was scheduled for April 13 to 15, and intended to present findings from an FAO-sponsored field study to Kenya on pastoralist education and will include the same target audience for the PEP study presentation. As such, RtL will be allocated half a day for the launch of PEP study. A subsequent meeting was to be held to finalize details of the launch program however, the Director AES was not able to establish confirmation for the three Ministers' (Education, Agriculture and Youth) participation that he desired and this activity has been put on hold by the Director of AES until an appropriate date is established by all ministries concerned.

Scope and Sequence created: RtL, in collaboration with Summer Institute of Linguistics (SIL), supported MoEST to develop a Scope and Sequence guideline in four national languages (Dinka, Nuer, Bari and Toposa). Scope and Sequence involves identification of the order and depth of teaching literacy (phonemic awareness, alphabetic principals, fluency and comprehension). It also identifies most frequently used letters and words at different levels (e.g. Primary 1, Primary 2, Primary 3), which is useful for authors, curriculum developers and language teachers. The Scope and Sequence guidelines will be used to guide the revision or development of the PEP supplementary language materials and provide content for instructional strategies for the teaching of literacy skills in both English and South Sudanese languages. RtL held discussions with UNICEF GPE about funding Azande. UNICEF GPE agreed to fund the additional language, Azande, to have a complete Scope and Sequence for all five national EGRA pilot languages.

A Scope and Sequence workshop was conducted on March 8 with fifteen language specialists, 3 per language group, for the 5 languages (Dinka, Nuer, Toposa, Bari and Azande). The workshop was organized in collaboration with the MoEST National and Foreign Languages Director and UNICEF /GPE. RtL funded Dinka, Nuer, Toposa and Bari languages while UNICEF/GPE funded Azande language.

SIL was commissioned by RtL to draft the Scope and Sequence for the five languages which were validated by language specialists at this workshop. The Scope and Sequence is based on analysis of existing literature materials in the five languages. The guideline covers different language aspects such as grammar, vocabulary, sentence structure, punctuation and language skills, phonetic awareness, alphabetic principle, word and vocabulary building, fluency and comprehension. It provides guidance on what to teach and when to teach it. During his workshop opening remarks, the MoEST National and Foreign Languages' Director voiced his appreciation of the support provided by RtL and UNICEF/GPE to enable the MoEST to come up with the Scope and Sequence guideline which will be used in the adaptation of EGRA, by curriculum developers, authors of national language books, and teachers.

“While research points to the effectiveness of local language instruction for teaching reading and other curriculum subjects in lower primary classes, local language materials in many developing countries, including South Sudan are often scarce and of lower quality compared to those developed for teaching second language such as English. There is no doubt, creating quality reading materials requires a deep understanding of the language sounds, script and unique features of written text. We are grateful to Room to Learn for leading the Ministry to develop the first scope and sequence documents of this kind. We thank Room to Learn for building capacity of a cadre of South Sudanese in this unique area. These will work with the National and Foreign Languages Department to develop scope and sequence of other South Sudan national languages-in the best interest to increase literacy outcomes among primary school learners”.
Moses Mading, Director National and Foreign Languages, Ministry of Education Science and Technology

SIL also submitted the matrix they developed for scoping and sequencing the four languages (Bari, Toposa, Dinka and Nuer) which RtL is supporting. The final report is expected in April 2016 and will include a guide on how to use the matrix.

Collaboration with Montrose, SIL and Across: Meetings were held separately with Montrose and SIL to agree upon possible linkages and collaboration through the work the two organizations are doing on behalf of RtL. As part of the PEP study conducted by Montrose, Montrose is expected to develop language kits to support students and teachers in learning and teaching languages. It is therefore important that Montrose understand what SIL has done and use the information to make sure that the kits are correct for the language and appropriate for the level of students they are intended for.

Adapting an abridged version of the Teacher Training Intervention Manual: It was discovered in Phase I of the Teacher Training that the content and methodology of the original Teacher Training Intervention Manual required more time than originally scheduled to be effectively implemented by the Master Trainers (refer to **Sub-component 2.1: Promote student and teacher well-being through strengthened teacher capacity**). RtL’s Materials and Curriculum Development Specialist, Psychosocial Support Specialist and Gender and Social Inclusion Specialist reviewed the Manual and come up with an abridged version. For PPS, the content was streamlined with more practical examples embedded. The need to make adjustments in the manual resulted from lessons learned from the previous two phases of payam-based teacher training, including reducing the training duration from 6 to 5 days. Reducing the training time and addressing other lessons learned from piloting the original manual led to integrating some sessions, dropping and replacing others. The abridged version was submitted to USAID for approval on April 1, 2016 for use during the third phase of payam-based teacher training in April 2016.

Sub-component 1.6: Increase Local-level Emergency Preparedness and Peace Building

Due to changes in the RtL work plan, the Emergency Preparedness Specialist (EPS)’s activities were changed to: design and lead ToT training on Emergency Preparedness for national and international NGOs during PTA training in Juba and Kuajok; develop a School Governance Coordination Manual for MoEST

to use across South Sudan, including in emergency settings (working with the MoEST and GESS); and to represent and engage with Education Cluster activities, including 5Ws reporting.

The Emergency Preparedness sections in the PTA Training Manual were clarified to emphasize key concepts and to streamline the material. This was important, to make sure PTA trainers could discuss different hazard types, risks posed by the hazards to the functionality of a school, ways to mitigate against the identified risks, and to produce an Emergency Preparedness Plan. This will help communities to protect learners, teachers and other

education staff from death or injury, care for the protection of the school property and assets, and ensure the continuity of learning as quickly as possible in the face of a hazard. Examples of hazards identified by RtL staff and NGO staff, based on schools they currently work in, during the PTA NGO training included: diseases caused by a lack of clean water, poor sanitation and no hand washing facilities within schools, weapons being brought into schools, road traffic accidents (boda-bodas) injuring children on their way to and from school, corporal punishment in classrooms, collapsing infrastructure, lightning strikes, fires and flooding. One of the more unique examples was a school built very close to a church where every time a funeral took place, the school had to close. This caused significant disruption to learning, with the school closing 2–3 times a week and psychological distress for some learners caused by witnessing the high number of burials.

Consultations with GESS and MoEST led the parties to agree to develop a collaborative School Governance Training Manual, which will combine GESS's School Management Committee (SMC) Manual with RtL's Parent Teacher Association Manual (PTA). The School Governance Training Manual will become the official manual for the GOSS and will be adopted across the country. Two opportunities arose to support Emergency Preparedness activities: to write an additional training module on Emergency Preparedness which would be optional but included with the School Governance Training resource kit, and to develop a one-day emergency school governance training, which could be used in a situation where delivering a typical week-long training session is not suitable. This work is on-going and the first draft of the Governance Manual is expected by the end of May 2016. GESS is responsible for section 1 (key topics) and RtL is responsible for Section 2 (supplementary topics) and Section 3 (governance for emergency situations).

The Emergency Preparedness Specialist organized and co-facilitated the PTA NGO trainings in Juba (February 29 to March 3) and Kuajok (March 7 to 10). Emergency preparedness was a core component of the training, due to each PTA executive having to produce an Emergency Preparedness Plan during the NGO-led trainings. The NGO participants were trained on the basic concepts of emergency preparedness, how to apply this at the school-community level, and how to facilitate the emergency preparedness training for the PTA members (refer to **Sub-component 3.1: Enhance accountability of local government and school communities in education**).



EPS Participating in Training Sessions

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Component 2: Enhanced Relevance of Education and Promotion of Learner Well-Being and Social Cohesion

Sub-component 2.1: Promote student and teacher well-being through strengthened teacher capacity

Review and finalize the Teacher Training Materials (integration of psychosocial support, gender and social inclusion, and literacy): In Quarter 2, 109 schools in 23 clusters in six counties, Magwi, Nimule, Juba, Kajo-Keji, Terekeka and Yei, were trained. The training activities ran from January 18 to February 12, 2016, during which 430 (Male 317, Female 113) teachers of P1, P2 and P3 received training. In total, RtL has trained 744 teachers, educators and teaching assistants (male 536, female 208).

RtL's ECE team participated in the Payam-based Teacher Training to provide technical support. Key lessons learned from the training have been consolidated and used to inform upcoming trainings, including further adjustment to the training materials to be handed over to MoEST. This included reducing the number of days from 6 to 5 days, as the 6-day duration was too taxing for both the trainers and participants and compromised the quality of knowledge distilled. Adjustments included the removal of sections with complicated terminology from the Teacher Training Intervention Manual and Key Information Cards, and the insertion of guidance on South Sudan Teacher's Code of Conduct, positive discipline and the application of recreational classroom activities to support learners' wellbeing. This helps to simplify the manual and also gives more practical sessions to teachers which are easily to adopt and apply in their schools. For example, the teachers had challenges translating psychosocial approaches that they could use to support learners into actual activities, so RtL revised the manual to include play therapy techniques that teachers can use to address difficult behaviours among children, and also guidance on how to help children process emotions in healthy ways through games and plays that can be done in the classroom/school.



Teacher Training Session – Terekeka
Image Copyright Winrock International, 2016

During Quarter 2 RtL planned and coordinated teacher training phases 3 and 4, scheduled from April 4 to May 13, 2016, and Phase 4 from May 30 to July 2, 2016. A 5-day orientation training was conducted for 8 Master Trainers (MT) and 10 Education Quality and Social Inclusion Coordinators (EQSIC) from March 5 to 10, to update the trainers on the revisions made to the Teacher Training Manual. Of the original 10 Master Trainers, 8 were re-employed on consultant-based contracts. An additional 2 consultants were hired to support the Greater Bahr-el-Ghazal area with strong Arabic language skills to assist with translations and explanations of material in the Teacher Training Intervention Manual. The 20 IE schools (see **Sub-component 1.1: Assess supply and demand issues around access to quality education and school safety**) were incorporated within the number of schools to receive training during Phase 3 and Phase 4.

CPD: The year-long, school-based Continuous Professional Development (CPD) literacy manual for use by school inspectors, supervisors and other education partners was approved by USAID on January 21,

2016 (the cover branding was approved on March 18, 2016). A county-based County Education Officials (CEOs) and Payam Education Officials (PEOs) Sustainability Training will commence in Quarter 3 on the Continuous Professional Development (CPD) manual, led by the Curriculum Development Specialist with support from a consultant trainer. This is a 3-day training to induct the representatives on the RtL methodology of teaching literacy with integrated psychosocial support and gender and social inclusion practices. The training will place emphasis on the adoption of RtL training materials and conducting follow-up on the implementation of the Continuous Professional Development (CPD) manual. The County and Payam Education Officials will be responsible for ensuring that this manual, which was developed to be used by the MoEST officials, is utilized to continuously enhance capacity of teachers, and increase literacy outcomes among learners after RtL activities have phased out. This capacity building training has been scheduled to take place from May to July 2016 using a clustered county-based training approach across RtL target counties. The identification and mobilization of officials to be trained is ongoing.

Sub-component 2.2: Develop and provide relevant conflict sensitive and child friendly instructional material for learners

IMP Follow Up: The County Teams in Gogrial West conducted spot checks in three schools to monitor the utilization of IMPs. Findings indicated that schools were generally happy to receive the materials and that IMPs are well cared for and securely stored and protected by the schools. Most of the materials are being used by teachers to enrich the teaching and learning process. In Wuntur Primary School in Gogrial West, learning slates were distributed daily by the head teacher to the learners of lower classes. However, a county team discovered during a spot check on February 23, one school (Akuat Primary School) did not know how to use the slates; they were using the slates as benches for learners to sit on. During that same visit, the county team provided informal training to the school on the proper use of the slates. RtL is continuing to mobilize field teams to conduct spot checks and provide follow-up orientation on IMP items to ensure maximum utilization by the schools.

Teacher training co-ordination meeting: RtL initiated a teacher training co-ordination meeting to create an opportunity for education sector partners, who are actively engaged in teacher training initiatives, to identify materials that can be easily cross-utilized from one program to another. The co-ordination meeting was held on February 18, 2016 and involved representatives from Plan USA and Plan South Sudan, FHI360, GESS and the Deputy Director of Teacher Education & Training (MoEST), please refer to **V.I. Progress on Links with RSS Agencies**. Each partner organization presented and discussed content and methodology of their respective teacher training materials and pedagogical approaches. In addition, RtL displayed literacy materials produced by some of the teachers during the teacher training material creation sessions and demonstrated some of the teacher handmade charts and cards using supplies from the IMPs. It was resolved that the partners share the materials for learning lessons and program enrichment. As a result of this meeting, several partners have expressed interest in getting copies of the RtL Teacher Training Intervention Trainers' Manual, Teachers Professional Development Manual and the Pocket Library for use. For example, GESS requested Pocket Library and TPD Manual and RtL is exploring providing the two resources and training GESS ToTs, who will roll out the training to benefit 220 primary schools not reached by RtL. The Education Cluster has requested a presentation of the RtL materials as well.

Sub-component 2.3: Improve reading outcomes in primary grades

CPD Training County Education Officials (CEOs): The Continuous Professional Development (CPD) Basic Literacy Skills Manual was approved by USAID in late January 2016 and is a year-long school-based training resource which focuses on basic literacy skills. The Manual will be used by MoEST and education partners to enhance teachers' capacity in the teaching of literacy skills in lower primary classes (P1 to P3). RtL has drafted a plan for the training of 140 County Education Officials (24 County Education Supervisors and 116 Payam Education Supervisors). Two of each category from RtL target counties will be invited to participate. The training will introduce the Continuous Professional Development (CPD) Basic Literacy Skills Manual, approved by USAID in January 2016. During this training, RtL will also train the CEOs on the IMP and ECEG monitoring and mentoring guideline and will provide each county office with an IMP package for use during their future trainings. After the training, MoEST County Education supervisors will use the CPD to enhance teachers' capacity in the teaching of literacy skills in lower primary classes 1–3 and will use the IMP and ECEG guideline to mentor head teachers and teachers to effectively use the supplied instructional materials and tools to improve quality of education.

Early Grade Reading Assessment (EGRA) adaptation: During the reporting period, Montrose International commenced work on the Bari and Toposa Early Grade Reading Assessments (EGRA). The Bari Scope and Sequence, drafted by SIL, was used to develop the EGRAs. EGRA is a process by which learners are assessed using appropriate levels of literacy items involving phonetic awareness, alphabetic principles, fluency and comprehension. In order to use the appropriate levels there must be an established scope and sequence. Scope and sequence therefore informs proper selection of words and letters to include in the assessments.

On February 23, RtL's Materials and Curriculum Development Specialist attended the MoEST Learning Assessment Reference Group meeting. Commissioned by RtL and UNICEF/GPE, in collaboration with MoEST, to pilot EGRA in five national languages (Dinka, Nuer, Azande – funded by GPE: Bari and Toposa – funded by RtL). Montrose International presented the preliminary report on EGRA adaptation workshops – Bari, Toposa and Azande. Furthermore, Montrose reported to the reference group the findings of the Literacy and Numeracy Assessments conducted in two languages – Dinka and Nuer among P3 learners. Recommendations, based upon performance literacy assessment, included: children need help to muster decoding, link reading and writing exercises to acquisition of sounds and words, focus on reading comprehension in P2 upwards, maximize and increase time for grade reading, set literacy benchmarks for each grade, and review implementation of national languages policy. These recommendations will be taken into consideration by Montrose when developing the literacy kits for use by teachers and learners, by the MoEST Curriculum Department when writing the National Curriculum Local Languages Teachers' Guides and Learners' Text books and supplementary materials, and by education partners supporting the MoEST to increase literacy outcomes through developing literacy supplementary materials and teacher training. ECE has already incorporated these recommendations in the Teacher Training Intervention Trainers' Manual, Teacher Professional Development Basic Literacy Manual, and corresponding Teachers' Key Information Cards.

The EGRA component is comprised of: translation and adaptation of EGRA, assessor training, data collection, data cleaning, data analysis, and data reporting. After the Bari and Toposa EGRA translation

and adaptation workshop, held from February 8 to 12, Montrose conducted an assessor training from February 15 to 23. These activities run alongside UNICEF'S Azande EGRA and EGMA assessor training activities being conducted under the MoEST and GPE's 'Improving Learning Outcomes' project. The trained assessors commenced data collection in Kapoeta South (EES). It is expected that the EGRA component of the Montrose contract will be concluded towards the end of April.

Sub-component 2.4: Core Education Materials and ECEG Grants

Upon the announcement of the early closure of the RtL project, the content of the ECEG grants was reviewed by the ECE Technical Team. After distribution, there will be limited opportunity to coach and monitor the schools' use of the items distributed within the grants and, as a result, the items given need to have immediate impact and be closely tied to RtL's ongoing activities which can support their use for the remainder of the project. A Teacher's Code of Conduct (TCoC) ECEG Grant (to be integrated under the existing Payam Teacher Training grant) was proposed and agreed with USAID, with the items intended to be closely tied to the MoEST's Teacher's Code of Conduct, the TCoC kit will include charts on code of conduct for teachers which can be displayed at convenient places, key messages for advocacy of various topics (messages discussed in **Sub-component 1.4: Increase gender equality and social inclusion**), games to support psychosocial wellbeing of teachers, a megaphone to be used for mobilization during emergencies, and guidelines on how to use the kit.

IMPs for primary schools: A total of 169 IMPs have been distributed within the reporting period. Seventeen IMPs intended for distribution in Gogrial in Q1 were not distributed to schools due to the holidays and an additional 30 were sent early this quarter. All 47 were distributed and their grant completion certificates signed. In addition, Aweil West distributed 30, Juba 8, Jur River 14, Kajo-Keji 19, Magwi 3, Nimule 5, Terekeka 5, Yambio distributed 10 (1 was put on hold), and Yei distributed 28.

Proposals/justifications for ECEG grants (IMP) were prepared for the next 99 schools and 107 ALPs. These schools and ALP centres will receive an Instructional Materials Package (IMP) in Q3. An additional special package (provided through the existing Payam Teacher Training grant) to support Teachers Code of Conduct (TCoC) was also prepared for all 388 schools. The TCoC is intended to support teachers in improving professionalism, and providing role models for students especially within an emergency setting. ECEG desk proposals were also prepared for 99 schools – see **Sub-component 1.1: Assess supply and demand issues around access to quality education and school safety** for more details. The school authorities and parents (PTAs) of the above schools communities who received an IMP expressed their genuine appreciation to RtL for the support provided for the first time in their schools.



Olikwi Primary Receiving IMP

Image Copyright Winrock International, 2016

IMPs and ECEGs mentoring guideline: RtL has developed a guideline, for use by RtL staff and MoEST Payam and County Education Supervisors, to monitor and mentor head teachers and teachers to more

effectively use the RtL supplied IMP and ECEG materials and tools. The guideline was introduced to 24 RtL field staff during the teacher trainers orientation workshop (March 5–10, 2016) and will be introduced to 140 Payam and County Education Supervisors during their CPD Basic Literacy manual orientation starting in May 2016.

A revised ALP ECEG: RtL's technical team has revised the ALP ECEG grant package to include: ALP Levels 1 to 4 Learners' 5 curriculum text books and accompanying Facilitators' Guides; lesson planning books and biro pens for the preparation of lessons and correcting learners' work; chart paper and marker pens to make instructional materials; facilitators' bags and a metal cabinet in which to keep the supplied materials and tools. Provision of these instructional materials was based on the understanding that the DFID/UKAID supply of textbooks in 2013 targeted primary schools and focused on lower primary classes 1 to 4. Absence of curriculum text books in ALP centers was evident during the RtL baseline survey and in later monitoring visits to schools. Interviews with ALP teachers and learners continue to point at lack of textbooks as one of the causes that contribute to learner drop out and closure of some of the ALP centers. Provision of these instructional materials is also a response to the request made by ALP teachers who participated in the RtL Payam-based teacher training. Overall, the ALP tailor-made ECEG package will improve quality of instruction. It will enable teachers to teach the appropriate curriculum content, make and use instructional materials to increase teaching and learning effectiveness, and prepare lessons and mark learners' work. The storage facilities will increase safety and shelf-life of the supplied materials and the teacher made teaching learning aids.

Books for Africa: There is great need for supplementary readers and teachers' resource books to help teachers enrich curriculum content and to improve their teaching methods and approaches. RtL secured a donation of approximately 20,000 books from Books for Africa for this purpose. Samples of books were reviewed by the Materials and Curriculum Development Specialist and the Director of ECE. A list of the suitable books shared with USAID and subsequently approved for distribution. The books include appropriate leisure reading books and some textbooks. It is estimated that the shipment will arrive in Q3.

Component 3: Improve Quality of Management of Education Systems through Local Structures

Sub-component 3.1: Enhance accountability of local government and school communities in education

Conduct orientation on PTA training manual for NGOs:

The Ministry of Education, Science and Technology (MoEST) and the State Ministries of Education, Science and Technology (SMoEST) acknowledge the role school communities, community leaders and the local authorities play in promoting education in South Sudan. MoEST and SMoEST have committed themselves to strengthening community organizations such as the Parent Teacher Association (PTA), School Management Committee (SMC) and Board of Governors (BOG) to address challenges facing the



Participants of NGO PTA Orientation – Kuajok
Image Copyright Winrock International, 2016

education sector. This PTA training manual, which was jointly developed with the MoEST, focuses on the roles and responsibilities of the PTA and explores school community involvement in improving education service delivery so that more children are enrolled, stay in school and learn better. The manual seeks to create awareness among PTAs, parents and communities at large to harness the resources available in our communities that can be used to promote and improve education service delivery. RtL developed a strategy of implementing training through local NGOs. In preparation for the delivery of PTA training by selected NGO grant awardees and monitoring of the training by RtL Community Mobilization Coordinators (CMC), two training workshops were conducted by ECE staff. The main aim of the training was to ensure the NGOs trainers understood the content in the PTA Training Manual and were capable and confident to deliver PTA training. The orientation training was conducted once in Juba, for NGOs implementing PTA training in the greater Equatoria Region, and once in Kuajok, for NGOs implementing in the greater Bahr-El-Ghazal region. Details on these trainings can be found under **section VII. Progress on USAID Forward.**

Introduction of NGOs Trainers to State/County/Payam: The RtL county teams conducted brief meetings with the selected NGO (ECSS, ADRA, WTI and AET) trainers before the trainers were officially introduced to the County and Payam Education officials. During these preliminary meetings, the RtL county teams briefed the trainers on the overall RtL intervention in the counties, shared the list of RtL supported schools, and helped the NGOs to cluster the schools for their training. This collaboration will continue throughout out the PTA training process.

As part of this preparation for the PTA training, ECSS conducted a 5-day ToT training for the NGO PTA trainers and County and Payam Education officials in Terekeka, Juba, Yei and Kajo-Keji. Similarly in Magwi and Nimule, the African Education Trust (AET) conducted training for education officials

Three (3) NGOs (Peace Corps Organization – PCO, African Educational Trust – AET and Windle Trust – WT) out of the five (5) contracted met the first milestone and were cleared to commence training in March. Capacity building for the NGOs started in some locations Initial reports indicate that PTA members find the training very informative as they do not know or are not clear on their roles. Attendance is higher and more regular than anticipated. In some cases PTA members are demanding more manuals and that manuals be translated to local languages so that they make regular reference to them. In some areas NGOs needed to hire translators to ensure that members fully understand the contents.

PTA Training Schedule for RtL & Impact Schools: Out of 388 schools, 49 were not assigned to NGOs for PTA training. The 49 schools will be trained directly by RtL. In consultation with the County Teams, a training schedule for the 49 schools has been developed. Training commenced in March and will conclude in June, 2016. Table 3 below describes the location of the 49 schools and training dates for each location.

Table 3: RtL PTA Training Plan

Location	# schools	# clusters	# PTA Trainees	# Payam Trainees	Total of Trainees	Tentative Training Date
Yei	7	1	42	2	44	30 Mar–1 April
Nimule	5	1	30	2	32	04–06, April
Nimule	6	1	30	2	32	07–09, April
Magwi	6	1	33	2	35	18–20, April
Kajo-Keji	3	1	18	2	20	26–28 April
Yambio	4	1	20	2	22	03–05 May
Terekeka	4	1	20	2	22	10–12 May
Kuajok	4	1	20	2	22	18–20 May
Wau	2	1	10	2	12	23–25 May
Juba	5	1	30	2	32	1–3 June
Juba	3	1	15	2	17	7–9 June
Total	49	11	268	22	290	

School Governance Manual (also see sub-component 1.6 and section V.1.): At the school governance coordination meeting held in February, it was agreed to merge the existing MoEST, PTA (RtL) and SMC (GESS) manuals; editing and add new content where necessary to create one document which can be used by the MoEST and partners across all schools in South Sudan. The School Governance Manual will have a legacy which extends beyond existing education donor projects, enhancing and demystifying the work of school governing bodies to support education at the community level.

Sub-component 3.2: Collaborate with other education partners to support implementation of existing policies that promote equitable access to education.

Participate in Education Networking and Coordination Meetings: RtL attended the Partners for Education (PEG) meetings on February 1, 2016 and participated in a group activity to draft the work plan for PEG for the FY March 2016 to March 2017. The Emergency Preparedness Specialist attends the bi-weekly Education Cluster meeting and submits the 5Ws reporting matrix (who, where, what, when, whom) to the Education Cluster. The March submission included the details of the Phase 2 Payam-based Teacher Training across EES and CES. The 5Ws is the tool used by the Education Cluster for reporting activities, identification of agencies for funding opportunities and for enhanced symbiotic visibility (between agencies/projects and funding and coordination platforms).

RtL's County Team Lead attended the Development Partners' Coordination Meeting for Juba, Nimule, Kajo-Keji, Yambio and Yei organized by State Ministry of Education and chaired by Director General. The purpose of the meeting was to strengthen coordination and networking among Education Developments Partners operating in the state.

RtL's Materials and Curriculum Development Specialist attended the Learning Assessment Reference Group meeting, hosted by MoEST, on February 23, 2016. The main purpose of this meeting was to communicate progress on the EGRA and EGMA by Montrose International on the five pilot languages. See sub-component 2.3: Improve reading outcomes in primary grades for more information.

RtL also attended the presentation by UNESCO on the Education Management and Quality, focusing on teachers as part of the Education Sector Analysis (ESA) at Juba Grand Hotel, on February 2, 2016.

The Teacher Training Coordination meeting, hosted by RtL on February 18, 2016, was attended by participants from RtL, GESS and MoEST to identify materials that could be easily cross-utilized from one program to another (synergistic linkages). GESS requested RtL to provide 220 Pocket libraries for use in its target schools which are not reached by RtL. RtL is working with GESS explore this collaboration. GESS requested further information on teacher training and whether they could support teachers from GESS schools close to the RtL clusters to participate in the RtL training, and whether RtL can train their ToTs in August, 2016. The training schedule was shared with GESS and various options are being discussed.

RtL hosted a School Governance Coordination meeting on February 17, 2016 for five participants, representing RtL, GESS, UNICEF, Education Cluster and Plan International. The meeting identified core and optional topics to be included in the school governance toolkit. In March, follow-up meetings with GESS and MoEST about the School Governance Manual were unsuccessful as MoEST representatives did not attend. Minutes from the School Governance Coordination Meeting, which the MoEST were invited to but also did not attend, were left in the Offices of the Directorate of Primary Education, Quality Promotion & Innovation and Gender for subsequent follow-up.

RtL presented GSI achievements so far and plans for 2016 at the GSI Mainstreaming Strategy, Plans and Achievements workshop, hosted by MoEST, on March 23, 2016. The meeting drew 17 INGOs and Community Based Organisations who presented their activities before the Directorate of Gender Equity and Inclusive Education, with the intent being the standardization of activities and approaches used by partners to enhance quality, enable expansion and promote the sustainability of programs. As a result of RtL presentation, the RtL GSI specialist was asked to present all the GSI materials to the Directorate of Gender Equity and Inclusive Education as soon as the manuals are ready for sharing and orientation of other members.

Lessons Learned

Collection of community contributions at the intended level was a challenge because of the nature of the proposed cost share itself (most the proposed cost share for in-kind grants are offloading and coordination meetings). The cost of unskilled labor varies from one place to another and doing a rapid market survey

to establish a basis for cost in an unstable currency environment can be challenging. RtL continues to work to establish a clear budget and basis for community contributions associated with in-kind grants in support of cost share targets.

During phase two (January/February, 2016) of Payam-based teachers' trainings, the Psychosocial Support Specialist participated in training of teachers in Nimule and Magwi with a focus to observe and assess the relevancy of the psychosocial training content vis-à-vis the level of understanding of the trainees. This was after different RtL county teams and M&E staff who attended the training in Wau reported that teachers were having difficulty understanding the concept of psychosocial support and how to practically provide psychosocial care to learners. The assessment also focused on the implementation methodology that teachers would use to ensure that the training is cascaded to other teachers in the respective schools and that learner's benefit from the skills gained. It was discovered that the Psychosocial and Gender sessions contained unfamiliar concepts for teachers. The teachers therefore requested more examples and practical sessions that would give trained teachers the take-home skills that they can immediately apply. As such, the RtL ECE team reviewed the manual to simplify the terminology used and also included child-focused psychosocial interventions, such as play therapy techniques. This has made this session very interactive and accessible for teachers. Local games and plays are being used for this purpose. RtL is also packaging recreational materials in the teachers' code of conduct kits, in addition to other indoor games materials in the IMP package, to boost up these activities in schools.

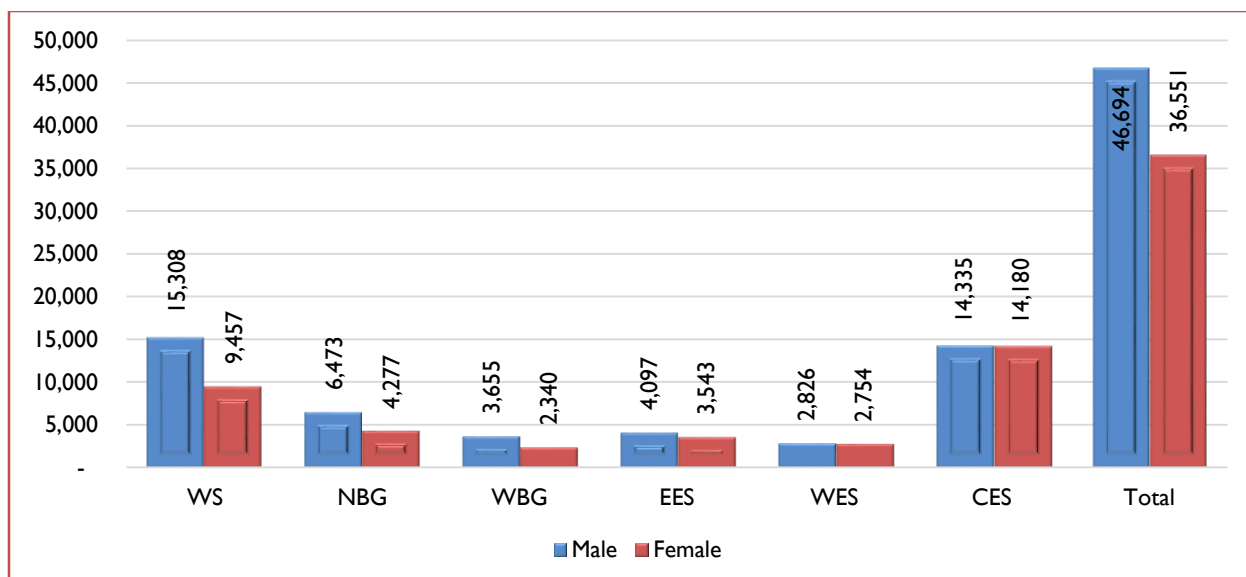
III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

Aligning the PMP with the Project Closeout Plan

In response to this early closure of the project, RtL revisited its approved activities and PMP and reduced the indicators from the 18 indicators (which were submitted on December 15, 2015) to 9 indicators. The refinement of the PMP indicators and targets, and reduction in indicators, was based on the planned close activities that would focus on completing the distribution of IMPs, conducting teacher trainings, and organizing PTA trainings along with distributing ECEG grants to selected schools. The revised PMP was submitted alongside the closeout plan on March 1, 2016.

Indicator 3.2.1-14. Number of learners enrolled in primary school and/or equivalent non-school-based setting with USG support: This quarter, a total of 83,245 (46,694 male and 36,551 female) learners were enrolled in primary schools that received Instructional Material Package grants designed to improve learners' basic knowledge and skills. These learners were drawn from 169 primary schools that received their IMP grants for the first time between January and March 2016, and the new learners (Primary 1) who joined the 130 primary schools and 2 Community Girl School (CGS) that received their IMP grants earlier in 2015. Figure 1 shows the distribution of learners enrolled by the six states where RtL is being implemented.

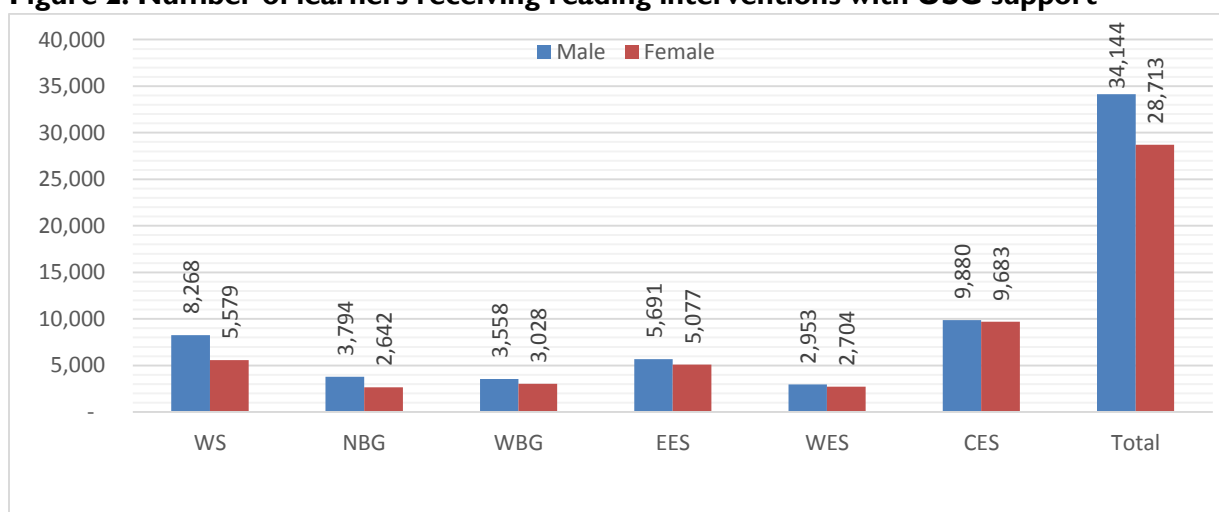
Figure 1: Number of learners enrolled with USG support



To date, 233,027 (80%) learners are enrolled with USG support provided to 301 primary schools and 6 ALP centers between July 2015 and March 2016. The learners are counted because they benefitted from RtL supports provided through teacher training and IMP package which contained grade level supplementary reading materials targeting PI-P3 learners and other level supplementary materials and reference textbooks books suitable for all the grade level learners. The RtL teacher training and Instructional Material Package (IMP) grants are designed to help improve quality of teaching/learning.

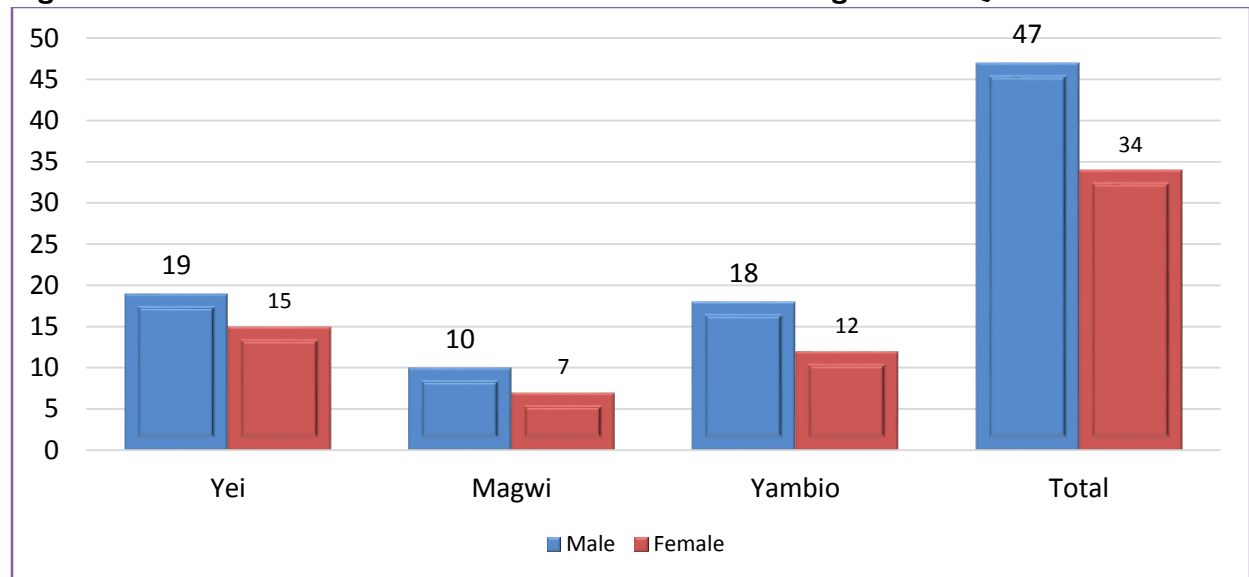
Indicator 3.2.1-35. Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support: A total of 62,857 (34,144 male and 28,713 female) learners received reading interventions through USG support during this quarter. The interventions include grade level supplementary reading materials distributed to 169 primary schools and through 430 teachers trained by RtL from 109 school communities between January and March 2016. See detailed distribution by state of learners receiving reading interventions in Figure 2.

Figure 2. Number of learners receiving reading interventions with USG support



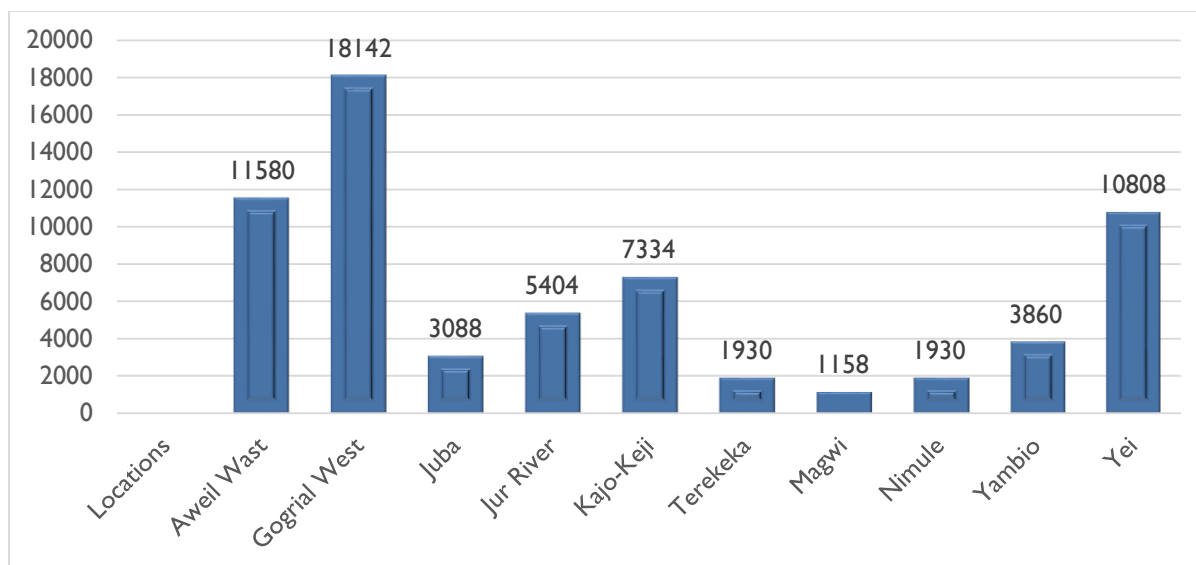
Custom. Number of PTA Executive members trained with USG support: This quarter a total of 81 (47 male and 34 female) PTA executive members were trained at three RtL project locations: 34 were trained in Yei, 17 in Magwi and 30 in Yambio. The training in Yei was conducted by RtL staff, whereas those in Yambio and Magwi were conducted by sub-grantee NGOs, Windle Trust International (WTI) and African Educational Trust (AET), respectively. Figure 3 presents the gender-specific breakdown of participants in these trainings. A comprehensive plan of all future trainings can be seen in Annex I.

Figure 3: Number of PTA Executive members trained during FY2016 Q2



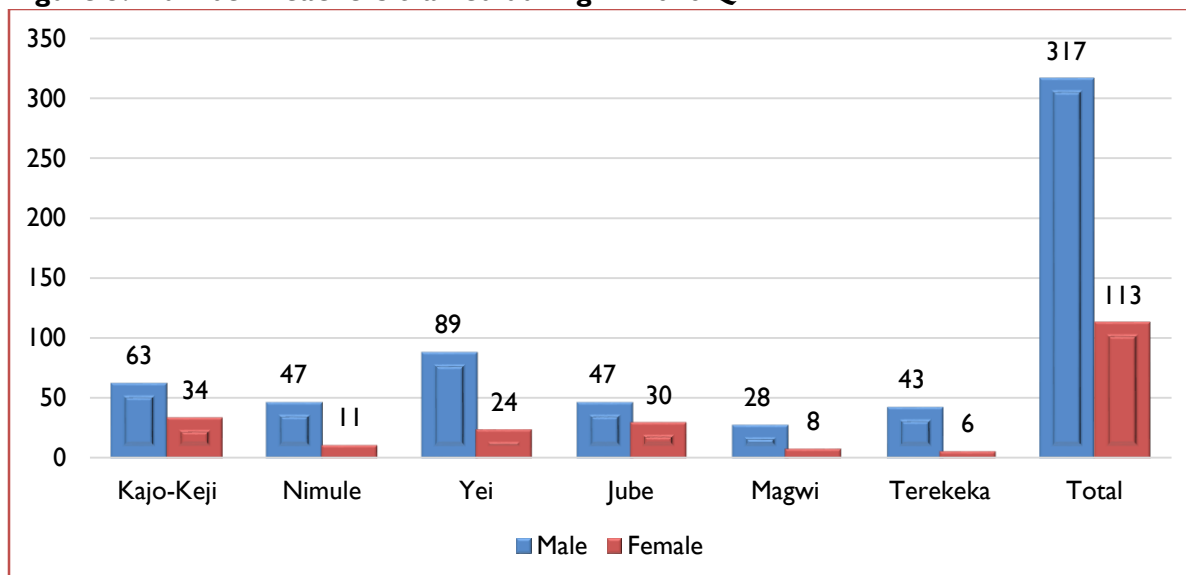
3.2.1-33. Number of textbooks and other teaching and learning materials (TLM) distributed with USG support: A total of 65,234 TLMs were distributed as part of the 169 Instructional Material Packages that went to primary schools in 10 RtL-supported counties this quarter. Out of the 65,234 TLMs distributed, 35,490 are levelled supplementary readers targeting P1-P3. The other TLMs included 2,056 teacher professional instructional materials developed during SSTEP program and handed over to RtL when SSTEP closed down and are assortment of 25,688 supplementary books that are fit for use at all the grade levels. Figure 4 displays the distribution of TLMs by project locations.

Figure 4: Number TLM and Textbooks distributed during FY2016 Q2



3.2.1-31. Number of teachers/educators/teaching assistances who successfully completed in-service training or received intensive coaching or mentoring with USG support: A total of 430 (317 male and 113 female) teachers were trained this quarter. This brings to 20,640 the total number of person hours of teachers trained between January and March, 2016. These teachers were drawn from RtL-supported primary schools and AES centers in six counties. The training focused on literacy with integrated components of gender and learners' psychosocial well-being. The six-day trainings were conducted in a cluster of 5 school communities. See Figure 5 for detailed distribution of teachers trained by counties.

Figure 5: Number Teachers trained during FY2016 Q2



To date RtL 744 teachers (536 male and 208 female) teachers were trained between November 2015 and March 2016.

3.2.1-3. Number of administrators and officials successfully trained with USG support: This quarter, a total number of 57 education administrators (Males 46 and Female 11) were trained. Out of the 57 participants trained, 35 (30 males and 5 females) participated in teacher trainings. This training involved a total of 1,680 person hours during six days of eight-hour training. In addition, more 19 payam and county education administrators (14 males and 5 females) were trained by African Educational Trust (AET) as part of their cost share for PTA grants awarded to them for training PTA executive members and administrators in Magwi County. Three more administrators attended PTA training, 2 in Yei (1 male and 1 female) as well as 1 male in Yambio. This brings to the total number of person hours of administrators trained during the three days of eight-hour training to 528. The overall total of person hours of administrators trained this quarter is 2,208.

Figure 6: Number Administrators trained during FY2016 Q2

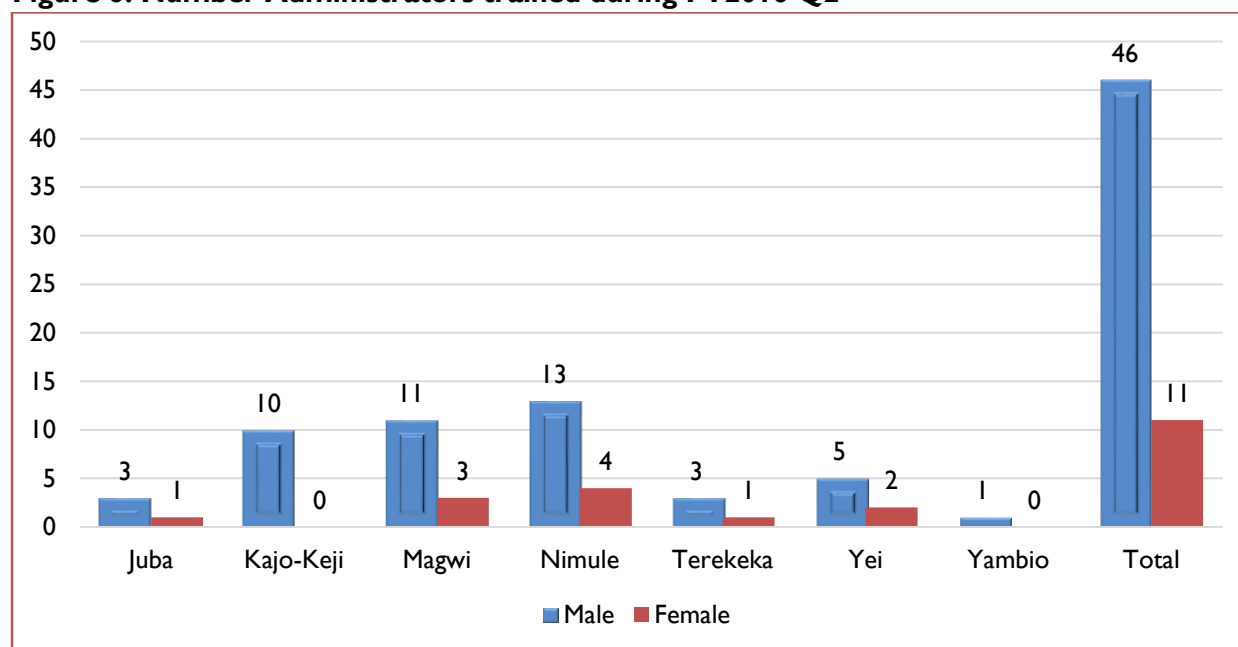


Table 4: Performance Data Table

FY 2016 Quarterly Report – Q2 FY2016						
Nature of Indicator	Indicators	FY 2015	Quarter 1	Quarter 2	Total to Date	Total LOP Target*
Standard: 3.2.1-14	Number of learners enrolled in primary school and/or equivalent non-school-based settings with USG support	130,111	19,671	83,245	233,027	292,089
Standard 3.2.1-31	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	314	430	744	1,472
Standard 3.2.1-31	Total number of person hours of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	15,072	20,640	35,712	70,656
Standard 3.2.1.33	Number of textbooks and other teaching and learning materials (TLMs) provided with USG support	16,532	14,280	65,234	96,042	200,917
Standard 3.2.1.35	Number of learners in primary or equivalent non-school-based settings receiving reading interventions with USG support	5,429	9,206	62,857	77,492	92,374
Standard 3.2.1-3	Number of administrators and officials successfully trained with USG support	2	18	57	77	232
Standard 3.2.1-43	Total number of person hours of administrators and officials successfully trained with USG support	48	864	2208	3120	12,992
Standard 3.2.1-18	Number of PTAs or similar school governance structures supported by USG	294	74	-	368	368
Custom	Number of PTAs executive members trained with USG-support	21	0	81	102	2,208

*Per Close-out plan submitted to USAID on March 1, 2016

IV. PERFORMANCE MONITORING

Analysis of enrolment trends in RtL-supported schools and AES centers: This quarter, student enrolment data was collected from RtL-supported primary schools and AES centers to determine the 2015-2016 enrolment trends. Overall data was collected from 356 primary schools, 97 ALP centers and 3 Community Girls Schools across the six states where RtL operates. RtL could not access data from 9 primary schools and 22 ALP centers. For instance, in Kapoeta South County, where RtL is supporting 10 primary schools and 2 ALP centers, it was found that 4 primary schools and the 2 ALP centers were not operational this school year due to lack of school feeding, which forced learners to enroll in other schools with such services. This may explain the reasons for increase in learners' enrolment in Kapoeta Mixed School, in which Redeemed Church of God is currently providing students with food, and Kotome Primary School, which qualified for the WFP school feeding program. In Terekeka, where RtL is supporting 15 primary schools, 2 were closed at the time of data collection because the population had relocated in search of water for their animals and personal use. The schools that were inaccessible due to insecurity included 1 primary school and 1 ALP center in Yei, 1 primary school and 7 ALP centers in Jur River, as well as 2 ALP centers in Gogrial West. The ALP centers which were closed because of lack of payment to teachers included 2 in Magwi, 2 in Kajo-Keji, 3 in Wau, and 1 in Yambio. According to school management, the tutors did not report this year for lack of payment and where payments were made the amount per month was too little (USD 5) to maintain their families during this economic crisis.

Comparison of 2015-2016 student enrolment data in RtL's target schools: Enrolment data from 2015 was collected in two phases as part of the baseline. Phase 1 was between February-April 2015 during the project pilot phase. Phase 2 was done between June-August 2015. From the 368 school communities entered between February 23, 2015 and October 31, 2015, a total of 170,267 learners were enrolled. Overall, this number was reduced by 3,497 learners in 2016.

In Juba, enrolment in the 20 primary schools was reduced by 2,275 learners. According to the head teachers, this decrease in population was caused by economic hardship after the currency devaluation causing families to move to the countryside due to skyrocketing prices for basic commodities in Juba. In addition, for the past four months many families also moved out of Juba for fear of violent conflict, especially as the implementation of the Compromise Peace Agreement continues to drag out. Furthermore, because the military is being moved 25 km away from the central barracks, most of the military had to re-settle families in Gumbo and around Giada in outer Juba. According the head teachers, these were some reasons for reduction in student enrolment in Juba.

In Wau, it was also noted that the 2016 enrolment in RtL-supported primary schools and AES center was reduced by 2,805 learners. Information provided by school management indicates that after frequent armed conflict, which started in Wau in 2015, families which are not native to WBEG State moved back to their states for fear of retaliation. This was the case with Nimule, when after the two attacks on an army garrison and subsequent deployment of military forces in the area, some of the population moved to other areas in South Sudan as well as to Uganda.

Between the 2015 and 2016 schools years, Yei and Terekeka showed a decrease of 234 and 444 learners, respectively, partly because in Yei data was not collected within the year from 1 primary school and 1 ALP

center due to insecurity; while in Terekeka, two primary schools were not yet in operation at the time of data collection. However, out of the 13 locations where RtL operates, 9 registered increase in student's enrolment.

As a result of these initial findings, RtL will focus on conducting a more in-depth analysis of the enrolment trends in the forthcoming quarter. It is anticipated that this analysis will consist of greater research into the cause of these shifts in enrolment and isolating specific causes – including the effects of RtL interventions.

Monitoring and Supporting the Payam-based Teacher Training Activities: The Room to Learn monitoring plan for teacher training has been designed to accommodate the various actors involved in the activities. These include Yei TTC as a sub-grantee, the RtL staff in Juba and the counties, the Master Trainers and government education officials. As such, the scope of the monitoring was designed to include:

1. Regular monitoring of the training activities in the school clusters;
2. Support for the Master Trainers and the Education Quality and Social Inclusion Coordinators while training;
3. Monitoring and mentoring support for the teachers in their individual schools after the training;

In order to achieve more effective monitoring of the training activities, the above actors played various roles. Yei TTC, had the responsibility of recruiting the Master Trainers and overseeing their performance, especially in monitoring them in Phase 1 and 2 of the training (November, 2015 – February, 2016). RtL experienced a number of short-falls in the monitoring conducted by Yei TTC; therefore, the decision was made not to renew the sub-grant agreement upon completion of the current contract.

Internally, RtL also devised a system that helped in tracking the progress teacher training activities by the RtL county teams. Together with the RtL Monitoring and Evaluation (M&E) department, the Education and Community Engagement department designed the daily attendance registry that the M&E Department regularly checked to get statistical updates on participants. To ensure the quality of the training, the participants completed workshop evaluation and pre-training and post-training surveys on their expectations and perceptions about the training intervention. At the end of each training session, the team of trainers (the Master Trainers and the EQSICs) wrote a comprehensive report detailing: where the training took place; the dates of the training; numbers of participants; key achievements; challenges encountered and recommendations.

IMP Monitoring and Supervision: The county teams have continued to monitor utilization and usage of IMPs in schools. Four schools in Aweil West (Mayom Akoon, Akeuic, Nyamlel and Ayaktiit) were monitored during the quarter and findings reveal that most schools are effectively utilizing the IMP packages towards improving teaching learning process. In Yei, Juba, Terekeka, Magwi, Nimule and Kajo-Keji, the county teams have agreed to engage the Payam Education Officials (PEO) in monitoring the IMPs and observation of teachers who have received RtL training. The county education officials are prepared to endorse the RtL monitoring plan, and dispense relevant payam education officials to co-monitor with RtL teams. This will offer the opportunity for the PEO to observe how the teachers are applying the knowledge and skills acquired during the training and using these skills to improve lesson plan delivery.

V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

GPE Collaboration: As discussed in **Sub-Component 1.5: Increase access to education for underserved and conflict-affected children and youth**, GPE has agreed to fund Azande to have a complete a complete Scope and Sequence for all five national EGRA pilot languages. This is a new development during the reporting period, in addition to the ongoing collaboration of RtL, GPE, and Montrose on the EGRA development and associated tools which began during the reporting period and was discussed in more detail in the FY2016 Q1 report.

VI. PROGRESS ON LINKS WITH RSS AGENCIES

Education Cluster: During Quarter 2, RtL regularly attended the Education Cluster meetings, represented by the Emergency Preparedness Specialist gathering information for collaboration between programs operating in similar locations. The 5Ws (who, where, what, when, whom) reporting mechanism was submitted to the Education Cluster as requested on relevant RtL activities. The RtL Project Director attended the Education Cluster meeting on March 15, and met George Alius, the Deputy Director at the Partners Coordination Office at the MoEST, and Nicolas Servas, the Education Cluster Coordinator.

Back to Learning II (MoEST & UNICEF): On February 17, the Gender & Social Inclusion Specialist and School Community Capacity Building Specialist attended the launch of 'Back to Learning II' led by the Ministry of Education, Science and Technology and UNICEF. Back to Learning (BTL) II will focus on retention of children in school from BTL I, and aims to increase access and enrolment in learning programmes in conflict and non-conflict affected states. The Minister of Education summarized the key challenges in South Sudanese education system as:

- The capacity of teachers (the biggest challenge)
- Inadequate learning spaces;
- Inadequate learning materials such as textbooks and teaching aids in schools;
- Psychosocial problems among learners
- Transportation of learners to and from school

Of these five challenges, RtL intended to address four (excluding transportation) but as a result of project closure, will address three (teacher training, learning materials, and psychosocial support) at a preliminary level. RtL is supplying IMP packages to improve quality of teaching and learning and ECEG packages; which among others, include school desks to improve the learning environment. The RtL teacher training intervention which focuses on basic literacy skills, learner well-being, and use of inclusive and gender sensitive methods/approaches, contributes to MoEST and government efforts to improve capacity of teachers. Beneficiary school head teachers, teachers and their PTAs describe positive changes resulting from in school with IMPs and ECEGs, and teacher training.

To promote continuous teacher professional development (TPD) and parents participation in the development of education for their children in basic literacy skills, RtL has developed a school-based all year TPD Literacy Skills Trainers' Manual, a PTA Trainers' Manual, and a guideline to be used by education supervisors to provide step-by-step monitoring and mentoring to head teachers and teachers in the use of the RtL supplied IMPs and ECEGs. These resources, together with the RtL initiated Teachers' Code of

Conduct (TCoC) kit, sustain the impact of RtL interventions for years to come and build the capacity of education officials to carry the work forward. During Q3, RtL will conduct county level workshops for education officials which aim to further enhance capacity of the MoEST officials to sustain RtL best practices.

GESS (Girls' Education South Sudan): RtL collaborated closely with GESS (Girls' Education South Sudan) during the quarter, hosting two coordination meetings and sharing materials (TTI, TPD Key Information Cards, Pocket Library, teacher-made materials, teacher training program materials, PPS and gender interventions and manual extracts). On February 17, RtL hosted a School Governance Coordination Meeting with participants from RtL, GESS, UNICEF and the Education Cluster Coordinator. This resulted in agreement to merge the existing SMC (GESS) and PTA (RtL) manuals, editing and adding new content where necessary, to create one overarching document for school governance for the MoEST. A School Governance Facilitator's Guide, will also be produced to help trainers deliver content from the manual effectively. The School Governance Manual will become the official manual for the MoEST and will be adopted across the country. The School Governance Manual is being created as a result of previous requests by the MoEST and will comprise of three sections:

- 6 core sections identified for the school governance manual;
- 6 supplementary (optional) sections identified for the school governance manual. This includes a section on emergency preparedness and risk reduction;
- A one-day, school governance outline identified for emergency or insecure settings with 3 key areas.

It was agreed among participants that the Emergency Governance Training (section 3) would be designed for situations where the context does not allow for a longer length training. The Emergency Governance section would be a one-day training specific to an emergency situation. In an emergency situation a week-long governance training is not a priority. Instead, the one-day training will look at what actions individuals can do to support the continuity of learning and protection of learners if there is no functioning PTA or SMC. The one-day training will look at things like how to do a simple community assessment, identify space for a temporary school, and how to identify people to act as volunteer teachers. The one-day training is based on the reality of displacement, and is to help a community establish a temporary learning space when there are no other options for the continuation of learning available. As a situation stabilizes, the community can receive the longer governance training. The School Governance Manual will have a legacy which extends beyond existing education donor projects, enhancing and de-mystifying the work of school governing bodies to support education at the community level. The MoEST and USAID were invited to participate in this meeting, but unfortunately were unable to attend at the last minute.

A teacher training coordination meeting was held between RtL, GESS, MoEST and Plan International to identify training materials and resources which can be used across programs. This meeting took place on February 18, and was attended by RtL technical specialists, Plan International, the Quality Education Advisor from GESS, and the Deputy Director of Teacher Education & Training, MoEST. Each represented partner organization presented and discussed the content and methodology of their respective teacher training materials and pedagogical approaches. In addition, RtL displayed literacy materials produced by some of the teachers during the teacher training material creation sessions and demonstrated how some Winrock International Room to Learn South Sudan FY16, Quarter 2 Progress Report

of the teacher handmade charts and cards and the Pocket Library, are used to teach and enhance basic literacy skills. As a consequence of this coordination meeting GESS expressed an interest in RtL's Pocket Libraries and collaboration on the provision of these libraries to 220 GESS schools is under discussion.

VII. PROGRESS ON USAID FORWARD

USAID Forward aims to promote sustainable development through high-impact partnerships and local solutions. In order to achieve long-term sustainable development, USAID encourages the support of institutions, private sector partners and civil society organizations that serve as engines of growth and progress for their own nations. USAID Forward embraces new models for public-private partnerships and increased investment directly to partner governments and local organizations.

NGO PTA Training: Many schools in South Sudan have established PTAs; however, the majority have not received adequate training. RtL's focus is on forming and/or revitalizing PTAs and training PTA members in their roles and responsibilities, gender awareness in education and disaster management and risk reduction. To that end, within the reporting quarter, RtL has begun empowering and training local NGOs to train targeted PTAs. Five NGOs, based in South Sudan, were awarded an RtL grant to implement the PTA initiatives. The selected NGOs – Episcopal Church of South Sudan and Sudan (ECSSS), Windle Trust, Peace Corps Organization (PCO), African Education Trust (AET), and ADRA – have received orientation training and capacity building sessions on how to use the RtL-developed PTA training manual.

In preparation for the delivery of PTA training by selected NGO grant awardees and monitoring of the training by RtL Community Mobilization Coordinators (CMC), two training workshops were conducted by ECE staff. The main aim of the training was to ensure the NGOs trainers understood the content in the PTA Training Manual and were capable and confident to deliver PTA training. The orientation training was conducted once in Juba, for NGOs implementing PTA training in the Greater Equatoria Region and once in Kuajok, for NGOs implementing in the Greater Bahr el Ghazal region. Each training lasted four days and was on the roles and responsibilities and structure of the PTA and included sessions on Emergency Preparedness, Gender, Monitoring and Evaluation and Grants Management. The main aim of this orientation training is to ensure selected NGOs fully understand the content of the PTA Training Manual and are competent to deliver the training, including assisting the schools to produce an emergency preparedness plan, and to prepare the trainers to provide PTA training to RtL supported schools. By empowering locally based NGOs to conduct this work, RtL is building the capacity of these organizations to conduct similar work in the future and be a lasting resource for schools in their area.

VIII. SUSTAINABILITY AND EXIT STRATEGY

RtL revisited the FY 2016 work plan following the announcement of RtL's closure as of September 30, 2016 in order to prioritize efforts to not only finish implementing key program activities in the school communities already entered, but to strengthen efforts to increase RtL's sustainability through collaboration with the MoEST, Education Cluster and other key education projects in South Sudan. RtL will focus efforts to share training manuals and build the capacity of local CEO/PEO offices so they may

continue to utilize the manuals in their efforts to train teachers going forward. In addition, RtL is collaborating to develop an integrated School Governance Manual that can be standardized across education project nationally. RtL will also prioritize planning workshops in which the project can share tools and resources for use by other implementing partners. Finally, RtL is working to capture lessons learned and develop technical papers that can be shared with policy and decision makers as well as implementers to inform future efforts to improve education in South Sudan.

IX. SUBSEQUENT QUARTER'S WORK PLAN

The list of RtL Activities per the RtL Closeout Work Plan schedule:

- 1.1.1 Review school development plans (SDP) in coordination with GESS
- 1.2.1 Prepare County Teams for implementation of RtL activities
- 1.4.1 Finalize and print revised Gender and Social Inclusion (GSI) manual
- 1.4.2 Conduct Gender & Social Inclusion training
- 1.4.3 Include GSI Advocacy Group representative in PTA trainings
- 1.5.1 Present pastoralist education research study
- 1.5.2 Enhance Pastoral Education Program framework
- 1.5.3 Create PEP (National Languages) Scope and Sequence
- 1.5.4 Develop PEP teaching and learning kits jointly funded by GPE and RtL
- 2.1.1 Review and finalize the Teacher Training Materials (integration of psychosocial support, gender and social inclusion, and literacy)
- 2.1.2 Reorient Master Trainers and RtL County Teams
- 2.1.3 Conduct payam-based teacher training
- 2.1.4 Conduct county-based CEO and PEO sustainability trainings
- 2.3.1 Collaborate with GPE on the development of the EGRA tool
- 2.3.2 Pilot and refine Toposa and Bari EGRA tools
- 2.4.1 Provide ALP grant packages
- 2.4.2 Award IMPs and ECEGs grant packages
- 2.4.3 Provide RtL Pocket Libraries to GESS to deliver to non-RTL supported schools
- 3.1.1 Develop PTA monitoring tools
- 3.1.2 Conduct Orientation on PTA Training Manual for NGOs
- 3.1.3 Train PTAs on roles and responsibilities by Grantee NGOs
- 3.1.4 Mentor contracted NGOs and PTAs
- 3.1.5 Develop emergency preparedness section for national school governance manual
- 3.2.1 Support MoEST in the planning and implementation of key education events
- 3.2.2 Participate in education networking and coordination with Technical Working Groups (TWG)
- 3.2.3 Collaborate with MoEST, GPE, GESS & IMED in the development/adaptation and sharing of training materials (SDPs, school governance materials) and training implementation strategies for Head Teachers
- 3.2.4 Conduct quarterly meetings of the Technical Task Force

Table 5: Planned Activities Status Tracker

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
I.2.1 Preparation of County Teams for implementation of RtL activities	Completed	
I.2.2 Continued support for school communities	Ongoing	RtL will continue to conduct follow up visits and monitor schools
I.3.1 Finalize RtL Infrastructure Assessment Checklist and Selection Criteria	Cancelled	Due to the adjusted end date, RtL has cancelled component 1.3 per the submitted closeout plan
I.3.2 Complete Infrastructure Assessment for selected RtL school communities entered	Cancelled	Due to the adjusted end date, RtL has cancelled component 1.3 per the submitted closeout plan
I.3.4 Recruit construction companies	Cancelled	Due to the adjusted end date, RtL has cancelled component 1.3 per the submitted closeout plan
I.4.3 Select NGOs, make awards, and provide orientation	Cancelled	Due to the adjusted end date, RtL revised the activities under 1.4 in the closeout plan. NGOs will not be recruited to conduct GSI trainings.
I.4.5 Develop advocacy messages and distribute small packages as part of ECEGs to each committee at trainings	Cancelled	The individual GSI trainings to schools were cancelled in the closeout plan.
I.4.6 Mentor GSI advocacy groups by County Teams during their quarterly follow up visits	Ongoing	RtL continues to monitor and support GSI Advocacy groups and has integrated GSI messages into the PTA trainings
I.4.7 Distribute messaging tool to payam administrators and subcommittees to encourage enrolment for marginalized children in school during Advocacy Week	Cancelled	Due to the adjusted end date, this activity was removed in RtL's closeout plan.
I.5.2 Pastoral Education Program framework enhanced	Completed	
I.5.3. PEP Scope and Sequence created	Completed	
I.5.5 Access campaigns and PEP school governance structures initiated	Cancelled	Due to the adjusted end date, this activity was removed in RtL's closeout plan.

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
1.5.6 Distribution of DAPs to underserved school communities	Cancelled	Due to the adjusted end date, this activity was removed in RtL's closeout plan.
1.6.1 Preparation of the School Emergency Preparedness Resource Manual	Cancelled	Due to the adjusted end date, the specific activities under 1.6 were removed from the closeout plan but emergency preparedness components have been integrated into 2.1 and 3.1.
1.6.2 Preparation of the School Emergency Preparedness Training Guide for Master Trainers	Cancelled	Due to the adjusted end date, the specific activities under 1.6 were removed from the closeout plan but emergency preparedness components have been integrated into 2.1 and 3.1.
1.6.7 Develop and print Psychosocial Support Manual	Cancelled	Due to the adjusted end date, the specific activities under 1.6 were removed from the closeout plan but psychosocial support components have been integrated into 2.1 and 3.1.
2.1.2 Print, package, and distribute Teacher Training Materials	Ongoing	Trainings are ongoing into next quarter.
2.1.5 Select and pair County tutors with RtL County Teams for payam-based training	Completed	
2.1.6 Support the RtL County Teams develop and implement plans for providing ongoing mentoring support to teachers and PTAs who have received training as part of providing ongoing monitoring to Teacher Training, ECE will review feedback received on first training to determine if materials need to be adjusted	Completed	
2.2.2 Conduct workshop involving MoEST national languages specialists, GPE, and other partners to validate the national languages scope and sequence guideline	Cancelled	This activity has been integrated into component 1.5

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
2.3.2 Collaborate with the Montrose on the development of the EGRA tool	Ongoing	This activity started in February and will be ongoing through July 2016.
2.3.3 Finalize and launch the pilot Toposa and Bari EGRA tools and literacy kits	Ongoing	Finalizing the EGRA tools and literacy kits will be begin in FY 16 Q3.
2.4.1 Review of Core Education Materials Package guideline and ECEG options; and develop procurement, packaging and distribution plans	Completed	
2.4.2 Award IMPs and ECEGs	Ongoing	Final grant agreements will be awarded in FY 16 Q3.
3.1.1 Finalize PTA Trainer's Manual and PTA Participants' handout	Completed	
3.1.2 Review SOW of NGOs for PTA training and approve grants	Completed	
3.1.3 Orientation Training for NGOs	Completed	
3.1.6 Mentor contracted NGOs and PTA Activities	Ongoing	The PTA NGO Grants SOW is through August 31, 2016 and the NGOs will be mentored in completing their SOW during this time.
3.2.2 Participate in education networking and coordination meetings with Steering Committee and Technical Working Groups (TWG) to identify areas of collaboration and share major project achievements and lessons learned	Ongoing	RtL staff will continue to engage with the TWG on an ongoing basis through the life of the project.
3.2.3 Collaborate with MoEST, GPE, GESS & IMED in the development/adaptation and sharing of training materials (SDPs, school governance materials) and training implementation strategies for Head Teachers	Ongoing	RtL is still finalizing the School Governance Manual with GESS and is looking for other meaningful ways to continue collaborating with MoEST and other education programs.

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Disburse and monitor the new IMP Grants	Ongoing	66 IMPs were awarded this quarter. Their distribution and monitoring is ongoing. 20 additional IMP grants will be awarded this subsequent quarter.
Award and monitor the new Payam Based Teacher Grants	Ongoing	293 Payam Based Teacher Training Grants were approved and awarded this quarter. Their implementation and monitoring is ongoing
Award and monitor Grant for Montrose	Ongoing	Montrose's agreement has been awarded through August 31. Monitoring is ongoing.
Award and monitor the grants for Across	Cancelled	Due to the adjusted project end date, RtL dropped the proposed Across Sow as outlined in RtL's closeout plan
Award and monitor PTA Grants through NGOs	Ongoing	All 5 PTA Grants have been awarded through August 31. Monitoring is ongoing
Award and monitor ECEG I & ALP Support Grants	Ongoing	99 ECEG I Institutional Support Grants were awarded in April of next quarter. Their distribution and monitoring is ongoing. 106 ALP Support Grants will be submitted to USAID this upcoming quarter.
Award and monitor ECEG II grant for construction firm supervision	Cancelled	Due to the adjusted project end date, RtL will not complete any construction activities per RtL's closeout plan

X. PROJECT ADMINISTRATION

Constraints and Critical Issues

The security situation over the 3 month reporting period continues to be a mixed one; mainly of continuing instability in the form of violence caused by armed groups and economically driven crime in Juba. There were increased reports of compound attacks during daylight hours, interference with NGOs by traffic police and security forces at check points where foreigners are being extorted for money. One RtL casual worker was violently assaulted by armed attackers in Juba during the reporting period. However, there has also been some minor progress with regards to the peace talks in Western Equatoria where one of our county offices is located. In early January, due to insecurity in the Yambio area a security assessment was conducted to see if normal office operations would continue. While the situation in the area has slowly normalized, it is believed that it may flair up again at any time, as it seems the root causes of the initial problems haven't been properly addressed.

The continued devaluation of the South Sudanese Pound is leading to difficulties importing goods; and therefore has impacted upon RtL's procurement process. The rising cost of fuel, or lack thereof, has had a direct impact on consumers and is also leading to an increase in prices for all goods that require transportation and for staff members getting to and from work. The government has also faced challenges maintaining salaries at a rate that can compensate for these price which could lead to tensions and even more security related incidents in the months ahead.

At the same time, a longstanding dynamic between government security forces and local groups from the Balanda community escalated in February resulting in significant violence in Wau town and its surrounding area which affected project implementation and staff accessing school communities. In response, the project revised the office hours in Wau which includes our Jur River and Bagari offices. This continues due to the tense situation in the area.

In late March, there has been increased robberies along the Yei – Kaya road which is enroute to some of our supported RtL school communities in Magwo Payam, Yei River County. There are also reports of increased criminal activities along the Yei – Juba road and the Yei - Maridi roads. Nonetheless, the IMPs were distributed without incident as well as the PTA training that was conducted in Yei due to ongoing RtL monitoring of the security conditions as they evolve.

Personnel

In the previous reporting period (October – December 2015), Winrock submitted two candidates to USAID, to be considered for the positions of Project Director and Deputy Project Director. However, with news of early closeout, it was decided unnecessary to recruit both positions; therefore, the Deputy position was removed from the staffing structure. Subsequently, Winrock hired Mr. Iftikhar Ahmed as the new Project Director of RtL and he commenced work as of March 9, 2016.

In the interim, Winrock posted numerous Home Office staff to act as Project Director until Mr. Ahmed had assumed his post., Mr. David Dobrowolski, Senior Director, Civil Society & Education Group at Winrock, served from January 11 – 29 and Winrock’s Chief of Staff, Lutfiyah Ahmed served from February 3 - 19, 2016. Finally, Senior Program Officer, Mojeeb Stanikzai served from February 22 until Mr. Ahmed assumed responsibility.

Additionally, within Q2, RtL’s Director of Finance and Administration – Mr. Chichi Sirengo, resigned his position. Subsequently, recruitment for his replacement started immediately and Mr. Nganga Njuru was recruited as the replacement, commencing work as of March 21, 2016.

The Emergency Preparedness Specialist (EPS), recruited late in Quarter 1, commenced work with RtL on January 11, 2016. The EPS was originally recruited to lead the development of an Emergency Preparedness Manual and oversee the training and roll-out of emergency preparedness activities across RtL supported schools. Due to changes in the RtL work plan, the EPS’s activities were modified and are now focused on designing and leading ToT training on emergency preparedness for national and international NGOs during PTA training; developing a School Governance Coordination Manual for MoEST – to be used across South Sudan, including in emergency settings, and to represent and engage with education cluster activities. In February, 2016, the EPS was allocated an additional role as Deputy Education and Community Engagement Director; to provide support to the Director of ECE. The primary function of this role is to improve decision-making and communication channels both within ECE and to external teams.

Changes in Project

On January 21, 2016, USAID South Sudan’s informed Winrock International via teleconference that Room to Learn would be closed early, and would end by September 30, 2016. This was followed by email communication from the RtL AO on January 22, 2016 and a written termination notification received on January 25, 2016. Modification 5 noted in Table 9 below officially amended the end date of Room to Learn to September 30, 2016.

Cooperative Agreement Modification and Amendments

Changes and approvals of note from the reporting period are summarized in Table 9 below.

Change / Approval	Approval Date
FY2016 Annual Work Plan	January 4, 2016 (partial)
AR039 Key Personnel approval (Project Director)	January 28, 2016
Modification 5 – update to project end date	February 29, 2016

Annex I: Schedule of Future Events

Date	Activity	State	County
4-6 April	PTA training	EES	Magwi (Obbo)
	PTA training	WS	Gogrial West
	PTA training		Nimule
4-8 April	Teacher Training	WES	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Baggari
	Teacher Training	WBG	Wau
	Teacher Training	WBG	Jur-river
7-9 April	PTA training	EES	Magwi
11-13 April	PTA training	EES	Magwi
	PTA training	CES	Kajo-Keji
	PTA training	CES	Juba
	PTA training	CES	Terekeka
	PTA training	CES	Yei
	PTA training	WS	Gogrial West
12-14 April	PTA training	NBG	Aweil West
11-15 April	Teacher Training	WES	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Baggari
	Teacher Training	WBG	Wau
	Teacher Training	WBG	Jur-river
13-15 April	PTA training	EE	Kapeota S.
14-16 April	PTA training	EES	Nimule
18-20 April	PTA training	EE	Magwi
	PTA training	EE	Nimule
	PTA training	WS	Gogrial West
	PTA training	CE	Juba
	PTA training	CE	Yei
18-22 April	Teacher Training	WES	Yambio

	Teacher Training	WS	Gogrial west
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Baggari
	Teacher Training	WBG	Wau
	Teacher Training	WBG	Jur-river
19-21 April	PTA trainming	EE	Kapeota S.
20-22 April	PTA training	CES	Kajo-Keji
25-27 April	PTA training	EE	Magwi
	PTA training	WS	Gogrial West
	PTA training	CES	Terekeka
	PTA training		Gogrial West
	PTA training	WES	Yambio
25-29 April	Teacher Training	WE	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Baggari
	Teacher Training		Wau
	Teacher Training		Jur-river
26-28 April	PTA training	NBG	Aweil West
	PTA training	CE	Kajo-Keji
27-29 April	PTA training	CE	Kajo-keji
28-30 April	PTA training	EE	nIMULE
2-6 May	Teacher Training	WE	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Wau
3-5 May	PTA training	WE	Yambio
2-4 May	CEO Training	EE	Kapeota South
09-11 May	PTA training	CE	Yei
	PTA training	CE	kajo-Keji

	PTA training	CE	Terekeka
	PTA training	CE	Juba
9-13 May	Teacher Training	WE	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	NBG	Aweil West
	Teacher Training	WBG	Wau
10-12 May	PTA training	CE	Terekeka
16-18 May	PTA training	CE	Yei
	PTA training	CE	Yei
	PTA training	CE	Kajo-Keji
	PTA training	CE	Kajo-Keji
16-18 May	CEO Training	EE	
17-19 May	PTA training	WE	Yambio
	PTA training	NBG	Aweil West
	Teacher Training		
17-19 May	CEO Training	EE	Magwi / Nimule
18-20 May	PTA training	WS	Gogrial West
23-25 May	PTA training	WBG	Wau
	PTA training	CE	Yei
	PTA training	CE	kajo Keji
	PTA training	CE	kAjo Keji
	PTA training	CE	Juba
26-28 May	CEO Training	WES	Yambio
27-31 May	PTA training	CE	Kajo-Keji
30 May - June 3	Teacher Training	WE	Yambio
	Teacher Training	WS	Gogrial West
	Teacher Training	WBG	Wau
TBD/May	PEP Workshop		Juba
1-3 June	CEO Training	CE	Juba
	PTA training	CE	Juba
6-8 June	PTA training	WE	Yambio

	CEO Training	CE	Juba / Terekeka
6-10 June	Teacher Training		Gogrial West
	GSI training		
7-9 June	PTA training	NBG	Aweil West
	PTA training	NBG	
	PTA training	CE	Juba
14-16 June	CEO Training	CE	Yei/ Kaji-Keji
13 - 17 June	Teacher Training		Gogrial West
22-24 June	CEO Training	ws	Gogrial West
20-24 June	Teacher Training		Gogrial West
27-29 June	PTA training	WE	Yambio
	GSI training	TBD	
28-30 June	PTA training	NBG	Aweil West

Annex 2: Success Stories

Annex 3: List of Deliverable Products

LIST DELIVERABLE PRODUCTS FOR FY 2016 QUARTER I PROGRESS REPORT

(JANUARY 1 – MARCH 31 2016)

Award No: AID-668-A-13-00002

Deliverable Products	Submission Date
Room to Learn Pastoralist Education Program Study (responses to USAID questions on Draft I)	January 29, 2016
FY2016 QI Progress Report	January 30, 2016
Close-out Plan	March 1, 2016
Disposition Plan (AR040)	March 8, 2016
Teacher Training Manual and accompanying key information cards	March 28, 2016

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The authors' views expressed in this report do not necessarily reflect views of the United States Agency for International Development or the United States Government

